



مدارس الكلية العلمية الإسلامية
Islamic Educational College Schools
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Booklet (1)

Unit 3: Let's Eat

Student's Name:

Date: September 1st, 2025

Grade & Section: 10 Academic ()

Grade & Section: 10 () Worksheet Number (1)

Unit: Three

Student's Name: _____

Date: __ / 9 /2025

Skill/Lesson: Vocabulary List / Let's eat Pages S.B 28+29

Outcome: To arrange meaningful sentences using the new words.

No.	Word	Definition
1.	Capers	A kind of vegetables
2.	Okra	A kind of vegetables
3.	Nutmeg	A kind of herbs and spices
4.	Coriander	A kind of herbs and spices
5.	Mackerel	A type of fish and seafood
6.	Sardines	A type of fish and seafood
7.	Kidneys	A type of meat
8.	Liver	A type of meat
9.	Glutinous	A type of smell, flavour and texture
10.	Slimy	A type of smell, flavour and texture
11.	Perfumed	A type of smell, flavour and texture
12.	Smoked	A type of smell, flavour and texture
13.	Chewy	A type of smell, flavour and texture
14.	Chinking	The sound you hear when stacking glasses
15.	Buzzy	A noisy sound
16.	Crunchy	The sound you hear when eat crispy things.
17.	Hum	The sound of traffic
18.	Popping	The sound of pricking a balloon with a pin.
19.	Sizzling	The sound of frying food in the pan
20.	Clinking	The sound of knives and forks
21.	An art form	An activity where you express yourself creatively
22.	Starched tablecloth	Stiff material
23.	Wholesome food	food with healthy ingredients
24.	Dietary requirements	Things you can't eat due to certain reasons
25.	Hushed tones	A soft quiet way
26.	Fine dining	Top quality food and services
27.	with a modern twist	an unexpected change or difference
28.	dairy products	food containing milk or made from milk products

29.	Homemade food	food that you make at home
30.	Influential	Having a lot of power to affect others.
31.	emotional	Having or showing strong feelings.
32.	Essential	Very important and needed.
33.	Universal	Found everywhere or happening all the time.
34.	Occupational	Related to a person's job or profession.
35.	Elemental	Related to the basic or fundamental elements of something.
36.	Nutritional	Related to the nutrients that food provides for our bodies.
37.	Psychological	Related to the mind and mental processes.

I. Complete the following sentences with words from the list.

Fine dining / crunchy / chewy / universal / dairy products

- 1- The _____ texture of the caramel candies fills my mouth with a rich, buttery delight.
- 2- Many people drink milk and eat cheese because _____ are a good source of calcium, which helps keep bones strong.
- 3- I enjoy eating _____ food, even though they are a bit noisy.
- 4- Indulge in the exquisite flavors and impeccable service of a _____ establishment.
- 5- Music is a _____ language that people all over the world can understand, even if they don't speak the same words.

II. Choose the correct form of the words in brackets to complete the following sentences.

- 1- The satisfying (**crunch/ crunchy**) of fresh vegetables adds a delightful texture to the salad.
- 2- The (**chewiness/ chewy**) of the steak was a pleasant surprise.
- 3- They were very (**emotions/ emotional**) when they received the good news.

4- They (**influence/ influential**) a lot of people around the world with their speech.

IV. Writing Task

Ø Write a paragraph about your favorite meal and dish. Make sure to include details about it, use the vocabulary words that are related to the food, kitchen/ dining sounds and collocations correctly.

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The End



Grade & Section: 10 () Worksheet Number (2)

Unit: Three

Student's Name: _____

Date: __ / 9 /2025

Skill/Lesson: **Reading Comprehension – Can you eat yourself happy? Pages S.B30+31**

Outcome: **To Locate specific information (scanning) and understand general ideas (skimming).**

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1. What role does the food we eat play in affecting both our physical health and our moods?
_____.
2. In what ways does this statement ‘flavor can be a powerful conductor of memories and emotions’ deepen our understanding of the connection between sensory experiences and human memory? Provide examples to support your explanation.

_____.
3. “Smell is considered to be the most influential sense in flavor appreciation” Justify this statement using evidence from daily life or research.

_____.
4. There are some ways in which food can make us happy. Explain referring to the passage?

_____.
5. “Tasty food is considered one of the most universal routes to pleasure”. In two sentences, comment on the previous sentence providing real-life examples .

_____.
6. What does the author mean by "the neuroscience of happiness"?

_____.
7. “Hormones play an important role in the sensation of pleasure when eating” What role do they play?

_____.

8. According to the text, what negative effects can overconsumption of unhealthy foods have on our bodies?
- _____.
9. In the study mentioned in the text, what were the two groups of participants given as their teatime snacks?
- _____.
10. What were the results of the study in terms of the participants' mental well-being?
- _____.
11. **Clarify** how cooking differs from simply eating food, and justify why this distinction is important according to the text.
- _____.
12. According to Mark Salter, why is the preparing, sharing, and consuming of food so precious? What is your own **opinion** concerning that?
- _____.
13. How does cooking take the focus away from yourself, according to the text?
- _____.
14. What are some positive health effects of being active and working with nature? **Support** your answer with daily-life incidents from your own experience.
- _____.
- _____.

Critical Thinking:

1. To what extent do you agree that food preparation and sharing go beyond survival and represent love, culture, and human connection? **Defend** your view with at least two points whether it's with or against.

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2. **Evaluate** the benefits of eating home-prepared food in terms of health, cost, and cultural values, and then **compare and contrast** that with eating junk or unhealthy food.

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Grade & Section: 10 () Worksheet Number (3)

Unit: Three

Student's Name: _____

Date: __ / 9 /2025

Skill/Lesson: Types of Sentences

Outcome: to recognize and arrange the three types of sentences correctly.

Simple, Compound and Complex sentences

Ø A **simple sentence** is a basic sentence that expresses a **complete thought**.

It contains a subject and a verb.

v **Examples:**

- * The train was late.
- * Mary and Maggie took the bus.
- * She plays piano.

Ø A **compound sentence** has *two independent clauses* and it is joined by a **coordinating conjunction** and a comma or just a semi-colon to replace the FANBOYS and comma.

Example: Tim loves basketball, but Tom would rather play football.

Ø A **complex sentence** is a sentence with *an independent clause* and at least *one dependent clause*. The dependent clause is introduced by either a **subordinate conjunction** (although, while, because, etc.) or a **relative pronoun** (who, which, etc.).

A **complex sentence** contains a main clause and one or more dependent clauses.

If the dependent clause comes before the independent clause, add a comma after the dependent clause. If the main clause comes first, no comma is needed between the two.

Examples:

v **Independent clause first:**

- We won the game **because** we worked together as a team.

v **Dependent clause first:**

- **Although** I broke my arm, I still cheered for my team from the sidelines.

Ø **Exercise 1: What type of a sentence is this? (Simple / Compound / Complex)**

1. () Mark became very sick later in the afternoon.
2. () Jim rode the new school bus, and Tully slowly walked home.
3. () She was a good player, yet she wasn't a top scorer.
4. () Paul said that we were all sore losers because we complained
about the game.
5. () Since Jake, Chris, and Vanessa studied so hard, they received
great test scores.
6. () We were extremely sad when the party was over.
7. () We are always late to everything.
8. () The car slowed at the corner; however, it ran the stop sign.
9. () We stayed at home while our parents went to dinner.
10. () People will only be sorry if they live their life with regrets.

Ø Exercise 2:

Connect the pairs of sentences to form compound sentences using the coordinating conjunctions in parentheses:

1. The championship will start next week. The players will be busy preparing for it. **(so)**

2. The laws are very strict. Some people break them. **(but)**

3. They worked hard. They did not achieve the required results. **(yet)**

Ø Exercise 3:

Connect the pairs of sentences to form complex sentences using the subordinate conjunction in parentheses:

1. She came early. She did not find the manager. (**although**)

2. I bought a new tablet. I will start a new program tomorrow. **(because)**

3. You will be fine. You eat healthy food. **(if)**



Grade & Section: 10 () Worksheet Number (4)

Unit: Three

Student's Name: _____

Date: __ / 9 /2025

Skill/Lesson: Grammar – (Relative Clauses)

Outcome: To arrange complex sentences correctly by connecting clauses with suitable relative pronouns.

Relative Pronouns

Relative pronouns are used to introduce a relative clause.

- **Who** to refer to people.
I like the boy **who** lives next door.
- **Which/ That** to refer to things and animals.
The sport car **which** I bought before is fast.
- **Where** to refer to places.
This is the hotel **where** we stayed last year.
- **When** to refer to time.
The summer **when** I graduated from university was long and hot.
- **Whose** is the possessive form of who.
The girl whose father is a teacher in our school left to London.

Defining Relative Clauses

Defining relative clauses give essential information about the subject of the sentence. They define the person, time or thing that we are talking about. If we remove the clause, the sentence does not make sense. The defining relative clause is usually connected to the main clause by a relative pronoun.

Examples:

- The woman who found my wallet handed it in to reception.
- The student whose dog has run away has gone to look for it.
- These are the earrings that my mother gave me.

Non-defining Relative Clauses

Non-defining relative clauses add extra information to a noun or noun phrase. This extra information is not essential. If we remove the clause, the sentence still makes sense. This type of clause is more common in written English. Non-defining relative clauses are enclosed between two commas or a comma and a full stop.

Examples

- The Sahara Desert, which is in Africa, is very hot.
- My friend's birthday, which was last weekend, was great fun.

Exercise 1: Choose the suitable item from those given to complete each of the following sentences.

- 1) Last night I watched the movie _____ you recommended.
(where, who, that, whose)
- 2) People like visiting places _____ they lived their childhood.
(where, who, which, whose)
- 3) Do you know _____ I can park my car?
(where, who, which, whose)
- 4) This is the man _____ house was on fire.
(where, who, which, whose)
- 5) Most rich people try to forget the days _____ they were poor.
(where, when, which, whose)
- 6) We drove past the house _____ we used to live.
(where, who, which, whose)
- 7) The car was an invention _____ has changed the world.
(where, who, which, whose)
- 8) Is this the shop _____ you bought your camera?
(where, who, which, whose)
- 9) This is the book _____ everybody is reading at the moment.
(where, who, which, whose)

➤ **Exercise 2:**

- Study the following sentences and answer the question that follow.

Amman, which is the capital of Jordan, is a big city.

- What is the function of using a relative clause in the previous sentence?
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- Study the following sentences and answer the questions that follow.

A. Children who hate chocolate are uncommon.

B. The Sahara Desert, which is in Africa, is very hot.

- Which of the above sentences gives additional information? _____

- Study the following sentences and answer the questions that follow.

A. The old lady who lives next door is very friendly.

B. Al Aqsa Mosque, which is in Jerusalem, was the first Qibla of Islam.

- Which of the above sentences gives essential information? _____

➤ **Exercise 3:** Read the following sentences then rewrite them with the given words.

1) Three young kids were arrested by the police. They had stolen a car. (**who**)

2) I talked to a man. His wife had died the year before. (**whose**)

3) I met the people. They work in the neighbouring office. (**who**)

4) That's the building. I work there. (**where**)

5) I rented a house. It is very small. (**which**)

➤ **Exercise 4:** Complete each of the following items so that the new item has a similar meaning to the one before it. Add commas where needed.

1) London is a huge city. It's the capital of the UK.

London _____

2) The boy solved the puzzle. He was praised by the teacher.

The boy _____

3) The package reached me this morning. My brother sent it.

The package _____

4) The city seems to be abandoned. It is usually crowded with people.

The city _____

5) A man did not know what to do. His mobile was ringing.

The man _____



Grade & Section: 10 () Worksheet Number (5)

Unit: Three

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Skill/Lesson: **Writing – (Opinion Essay)**

Outcome: To convince readers to recognize, understand, and respect your opinions using writing.

A. Definition and Purpose

An opinion essay is a piece of writing that requires giving your opinion on a topic supported by evidence including reasons, facts, examples and quotations.

B. The Outline of an opinion essay

Introduction (Paragraph 1)

In your introduction, begin with a general statement to introduce your topic. The general statement should be catchy to grab the readers' attention (a question or a striking fact). Then, use a topic sentence in which you state your opinion clearly. To express your opinion, you can use: (I think... / As far as I'm concerned... / I believe that... / In my opinion...)

2. Body Paragraphs (Paragraphs 2 / 3 / 4)

Use evidence (facts, examples and anecdotes) to explain *why* you hold your opinion. It's not enough to just say what you think; you should also explain what evidence led you to that opinion.

In the Body Paragraphs, you can also work through any alternative points of view that you might oppose. Addressing those opposing points in the body will strengthen your argument and help you clarify why you believe something to be true. Present different information or points in different paragraphs using linkers of sequence, addition and contrast (However, Firstly, In addition/ Finally,...)

3. Ending (Paragraph 5)

In the closing / conclusion paragraph, remind the reader of your opinion and summarize the main points supporting it briefly. You can use words such as (All in all, / To summarize, To conclude, In a nut shell, ...etc I believe that...)

Model Writing

Read the following opinion essay on ‘Teenagers are too young to teach other people about anything.’ Do you agree? In the essay, underline the sentences or the words/phrases that have the following features:

- Clear topic sentence
- Expressions of opinions like: (I think... I believe...)
- Evidence or example that supports the writer’s opinion
- Moving from one idea to another smoothly to support the stated opinion
- Indicating that writing is done, and giving a good conclusion that reminds the reader of the writer’s main points and point of view.
- Catchy general statement

Adults often view teenagers as noisy, childish, and violent, believing we lack wisdom. However, I disagree with this view because teenagers are intelligent enough to teach others.

Many teenagers are more knowledgeable about technology and can teach older generations how to use gadgets. In our gymnasium, there are special computer classes for seniors taught by teenagers.

Additionally, teenagers are well-informed about ecology and are passionate about saving the planet. We participate in ecology Olympiads and contests, often winning, and we have valuable insights to share on environmental issues.

Furthermore, teenagers can help adults learn foreign languages. About 50% of adults in our country don’t speak a foreign language, and we can assist them in gaining new skills. In linguistic centers, students from different countries exchange language lessons.

In conclusion, I think teenagers can teach older generations, as well as our peers. They possess valuable knowledge in various areas like technology, ecology and learning foreign languages

☞ Now, evaluate this piece of writing. Write a few sentences about its strengths and weaknesses. What did the writer do well? What could be improved?

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- [illegible]

Success Criteria	Content & Ideas 2	Lay out & Organization 1	Structure 3	Handwriting, Spelling & Punctuation 2	Diction 1	Total 9